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Connecticut State Board  
of Education

Our flag:  
how shall I honor it?

[Hartford]

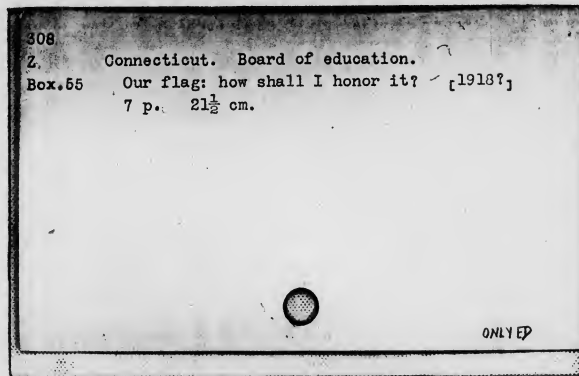
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OUR FLAG



HOW SHALL I HONOR IT?

## OUR FLAG

How shall I honor it?

Shall I have any real part in the program to sustain the principles for which the flag stands? Shall I be active mentally yet pursuing my education for my own personal gratification without physical work, or shall I read that "Our flag was born of a struggle and not a bar or star but was baptised in blood and tears" and then go forth to salute the flag with hands that are willing to work, to produce, to fight if necessary, that all may enjoy the privilege of life in a free country.

The State of Connecticut in this pamphlet presents a plan for a life size workable education equally durable in war as in peace, equally profitable to the country the state and the individual.

AN EDUCATION THAT FITS the larger number of boys and girls to become citizens able to do things, to work and know what they are working for. To know how to live, that in living by education in work they sustain the cause for which others worked to make this country free and worked again to develop it.

Trade Education teaches the basic principles of work, work is energy and should be expended intelligently in order to secure desirable results.

A boy is agitated by the desire to leave school and go to work. Somewhere energy is being expended but is it well directed? Perhaps not but nevertheless it is in keeping with some latent force in that particular boy. Now let that force be properly directed and the boy's efforts will continue to be in educational lines fitting him for a better purpose and better work.

If he has some mechanical ability the education as a machinist will fit him for a good position as a Machinist or Toolmaker. It educates him in the use of

lathes shapers planers milling machines drill presses boring mills blueprint reading frechand drawing mechanical drafting mathematics of practical application forging and tempering value of metals tools and tool steel

Trade education as a Carpenter includes architectural drafting surveying foundation work house framing steel square in a practical way outside finish inside trim building of stairs fire places mantels in fact all that is necessary to train the student to be a competent workman

Textile—a very interesting work for girls is in the manufacture of silk or cotton. Every girl should know how cloth is made. The first process in preparing the raw silk from the cocoon or the cotton as it comes from the bale. The process of spinning the yarn—making the warp and filler—weaving these into various kinds of cloth. Desirable positions are open to students completing 2400 hours of practical and theoretical work in the textile department of the trade school.

Home making as part time or as a trade subject is offered to all girl students

The shipbuilding industry calls for young men to train for ship fitters and other shipbuilding occupations. For the benefit of those who are unfamiliar with shipbuilding terms we print bulletin #57.

MOLD LOFT AND SHIPFITTING COURSE  
SCHEME OF PROCESS FOR APPRENTICES  
IN PRACTICAL SHIP CONSTRUCTION  
STATE TRADE EDUCATION SHOP

Each student is required to keep pencil notes on class work and shop talks.

Transferring these notes in ink to loose leaf binders is home work. The instructors after examining these for spelling and composition return to the student to form a permanent record of his theory of work.

The following works on naval architecture are recommended to the student in these he will find most of the material covered by the lectures in greater detail.

Text Book of Theoretical Naval Architecture—by E. L. Attwood.

Laying Off—by Watson.

Work on Practical Shipbuilding—by Campbell Holms.

Know Your Own Ship—by Walton.

*First period, 220 hours*

Elementary mathematics

- i Common Fractions
- ii Decimal Fractions
- iii Areas of Plane Figures

Instruments commonly used and their uses

- i Instruction regarding the various scales used
  - (a) Scales for arrangements
  - (b) Scales for details
- ii Tee square and triangles
- iii Compasses and dividers
- iv Practice in use of scales; scale reading

Elementary drafting

- i Freehand sketching
- ii Elementary Projections, 3rd angle involving use of straight lines only
- iii Blue print reading

Conventional signs used in drafting rooms

- i Finish marks
- ii Conventional marks used when drawing is out of scale
- iii Standard hatching

*Second period, 125 hours*

Instruction will be given covering the terms commonly used in shipbuilding outlined below.

- i Length overall
- ii Length between perpendiculars  
(The above will cover various types of vessels)
- iii Breadth molded

- iv Depth molded for one, two and three deck vessels
- v Rise of floor
- vi Tumble home
- vii Flare
- viii Turn of bilge
- ix Deck camber, and how obtained
- x Dead flat
- xi Sheer and how obtained

Structural Shapes and their uses

- i Angles
- ii Channels
- iii Bars
- iv Bulb angles
- v Bulb plates
- vi Convex and feather edge iron
- vii Flat and Round Bars

*Third period, 675 hours*

Development of sheer draught

Instruction covering this work will have as its aim the familiarizing of the student with the various means used for fairing a ship's lines. The meaning of the various terms used such as base line, waterlines, buttocks, diagonals, etc., with a short explanation of the method in an elementary way of what information is necessary in order to prepare such a plan.

From the above it will be an easy step for the student to arrive at an understanding as to how the lines are transferred to the mold loft floor.

Laying down ship

- i Information supplied by Drafting Room
- ii Table of offsets, and how derived from sheer draught
- iii Preparing mold loft floor
- iv Laying down frames
- v Fairing of ends of vessel
- vi Fairing of deck sheers
- vii Use of diagonals for fairing
- viii Obtaining bevels for frames
- ix Plate edges
- x Longitudinals
- xi Bilge keels
- xii Shaft bossing
- xiii Fenders
- xiv Tank Tops
- xv Fairing by contracted method
- xvi Ribbands

### Templating from layout

- i Frames
- ii Floors
- iii Beams
- iv Tank Tops
- v Bulkheads
- vi Bulkhead stiffeners
- vii Development of shell plating
- viii Bilge keel and fender plates
- ix Stringers, longitudinals, breasthooks
- x Engine foundations

### *Fourth period, 50 hours*

Instruction regarding the uses of the following principal members of a ship's structure, illustrating by rough sketches the location of the various parts mentioned, and their principal uses.

- i Keel, Bar and Flat Plate, Stem, Stern Post and Rudders
- ii Frames, Reverse Frames, Floors and Beams, and Beam Knees
- iii Bulkheads, Bulkhead stiffeners
- iv Inner Bottom Plating, Tank Top Plating
- v Shell plating
- vi Web frames, Breasthooks, Stringers, Keelsons, Carlings
- vii Decks, Sheer Strakes, Hatches

### *Fifth period, 75 hours*

#### Riveting

The student will be instructed as to the types and spacing of rivets and taps in general use for:

- i Watertight work
- ii Non-watertight work
- iii Oil tight work
- iv Special cases involving strength
- v Reaming
- vi Countersinking
- vii Punching
- viii Drilling
- ix Calking
- x Power and hand riveting

### *Sixth period, 75 hours*

Instructions as to the method of bending frames, reverse frames, beams, etc., and their erection on the blocks. Explanation of the terms plumbing and hornng of frames will be covered, also,—

- i Punching, Shearing and Rolling of Plates
- ii Plate Flanging
- iii Plate Furnacing
- iv Plate Jogging
- v Erection Work

An important feature will be lectures and shop talks on Shipbuilding by practical men.

#### Other trade lines are

- Electrical
- Patternmaking
- Plumbing and steamfitting
- Cement mason
- Automobile repair
- Radio Buzzer for Army

#### Schools are located at

- Putnam
- South Manchester
- Torrington
- Danbury
- Bridgeport
- New Britain
- New Haven

Trade Education is free to every boy or girl 14 years of age or over. At the satisfactory termination of a course a diploma signed by the Governor and other state officials is presented. Desirable positions are secured for each graduate. Our records show that all graduates of the state trade schools have been successful.

We request teachers to talk to the class about education in work that only by work are the principles of education sustained

We ask teachers, parents and pupils to visit the trade school and observe the system of education and work.

Write the State board of education

Trade instruction department Room 42 Capitol

MSH 21280

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TITLE**